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ABSTRACT

This facilitator's module, part of the staff training for the "Rural America Series," presents the means for setting the keystone of successful program development, i.e., the establishment of appropriate, concrete, and measurable objectives. A distinction is made between behavioral (student) objectives and program objectives, and participants should be able to conceptualize appropriate objectives for a variety of situations. During the approximately 2-hour training session, participants are asked to write down their ideas of the meaning of a general goal statement. A brainstorming session with active participant involvement is suggested to reveal that goals and subgoals, while important, do convey different meanings to different people and must be further defined. A brief description of the "Rural America Series" and the role that behavioral and program objectives play in the series are presented. Other activities recommended for this session are an in-depth presentation on behavioral and program objectives using audience participation, small groups which develop and critique behavioral objectives and develop program objectives, and a summary period providing a short wrap-up of the module and showing how the development of objectives leads to other considerations such as cost, time, and resource requirements. (NEC)

ED286676

MODULE FOUR

Research and Development Series No. 149E

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE IV: BEHAVIORAL AND PROGRAM OBJECTIVES

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Cooperative Rural Career Guidance System

RC016396

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

Research and Development Series No. 149E

FACILITATOR'S GUIDE TO STAFF TRAINING FOR THE *RURAL AMERICA SERIES*

MODULE IV: BEHAVIORAL AND PROGRAM OBJECTIVES

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FOREWORD

The National Center for Research in Vocational Education has been actively developing materials for the special guidance program needs of rural and small schools since 1975. During the ensuing period, a 16 volume set of career guidance program materials for rural and small schools entitled the *Rural America Series* was produced. The development and original production were funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, Part "C," Vocational Education Act of 1963 as amended Research Legislation. Since its completion, the *Rural America Series* has enjoyed widespread national distribution with over 1,200 sets now in the field. In 1976-1978 the National Center in conjunction with Northern Michigan University was funded to test the planning process contained in the Series and to develop several supplemental materials.

One such supplement is the *Facilitator's Guide to Staff Training for the Rural America Series.* It consists of 18 separate modules of which this document is one. The *Guide* is designed to assist state department of education personnel, guidance supervisors, and guidance counselors in training others to understand and utilize the *Rural America Series*. Each module of the *Guide* may be used independently or collectively in staff development activities. All parts of the *Guide* have been thoroughly tested in state-wide workshops sponsored by the states of Florida, West Virginia, Ohio, Illinois, Iowa, Arkansas, Kansas, Washington, Idaho, Wyoming, and the territory of American Samoa. Each workshop was carefully evaluated and suggestions from workshop participants were used to modify and improve the *Guide.*

This module, "Behavioral and Program Objectives," presents the means for setting the keystone of successful program development, i.e., the establishment of appropriate, concrete, and measurable objectives. A distinction is made between behavioral (student) objectives and program objectives and participants should be able to conceptualize appropriate objectives for a variety of situations. This module along with the others in the *Guide* should do much to promote staff development for counselors and educators in meeting students' needs.

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Executive Director
The National Center for Research
in Vocational Education

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MODULE IV: BEHAVIORAL AND PROGRAM OBJECTIVES

Module Overview

Instructional Time

Approximately 2 hours

Module Description

Initially, participants are asked to write down their idea of the meaning of a general goal statement. A brainstorming session with active participant involvement reveals that goals and subgoals, while important, do convey different meanings to different people and must be further defined. A brief description of the *Rural America Series* and the role that behavioral and program objectives play in the series follow. An in-depth presentation on behavioral and program objectives then takes place, using audience participation. Following this activity, participants are divided into small groups to develop and critique behavioral objectives and to develop program objectives. The summary includes a short wrap-up of the module and shows how the development of objectives leads to other considerations such as cost, time and resource requirements.

Goals and Objectives

Participants will:

Goal 1 Gain understanding of behavioral and program objectives.

- Objective 1.1 Know the relationship between goals, subgoals and behavioral objectives.
- Objective 1.2 Be able to identify the component parts of objectives.
- Objective 1.3 Be able to compare and differentiate behavioral and program objectives.

Goal 2 Develop skills in generating and critiquing objectives.

- Objective 2.1 Write behavioral and program objectives that contain the component parts of an objective.
- Objective 2.2 Critique sample behavioral objectives as developed by workshop participants in accord with criteria supplied for this purpose.

Agenda

10 minutes	Introduction	Presentation	
10 minutes	The *Rural America Series*— How Do Objectives Fit In?	Presentation	IV-5

20 minutes	Why Objectives?	Large Group (Brainstorming and Presentation)	IV-7
25 minutes	The ABC and D's of Behavioral and Program Objectives	Presentation (With Active Participant Involvement)	IV-11
35-40 minutes	Behavioral and Program Objectives—Try Your Hand	Small Group Work Session	IV-17
10 minutes	Module Summary	Presentation	IV-19

Module Evaluation

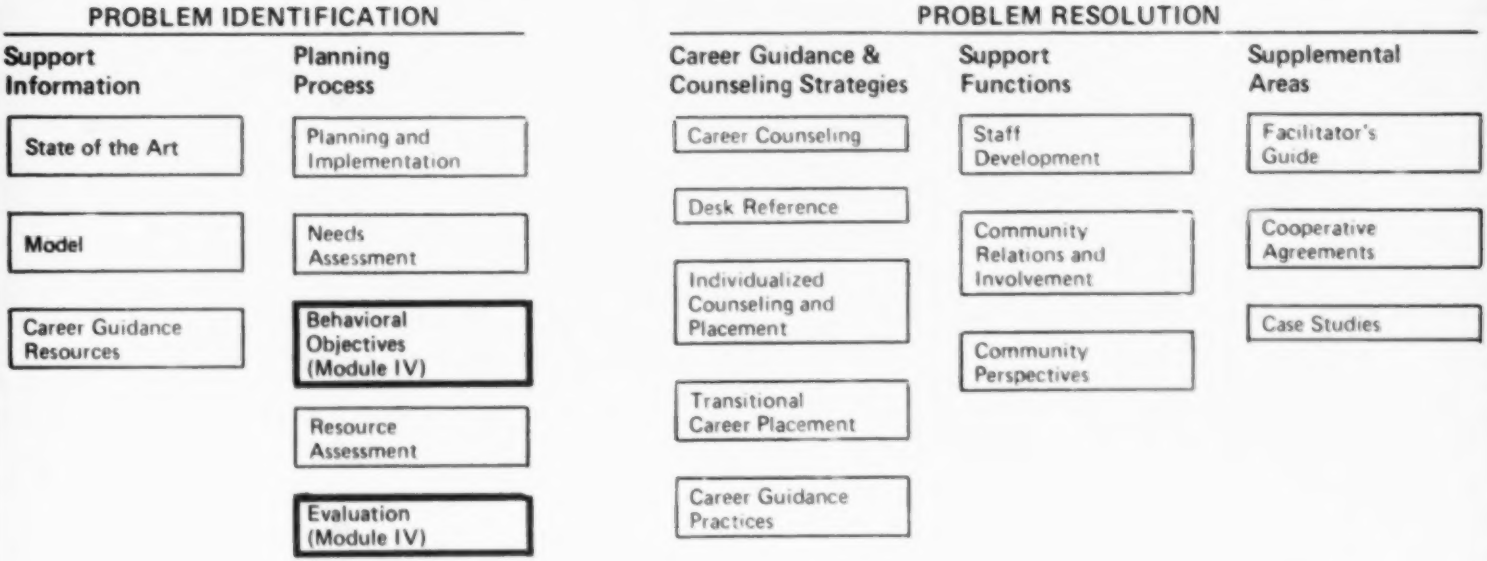
One way this module can be evaluated is to collect samples of objectives written by participants to ascertain the degree to which they contain the component parts of behavioral and program objectives. Along with this method, participant responses to the questionnaire included in this module could be obtained and analyzed if this module is used independently of other modules. If not, the questionnaire included in Appendix A is recommended for use.

Another way to evaluate this module is to develop a brief quiz consisting of incorrect behavioral and program objectives. Participants would be asked to identify incorrect parts. The standard of performance could be 70 percent of the participants responding correctly 70 percent of the time. This standard is perhaps low but participants would not have enough time to fully develop their skills relative to the two types of objectives.

Relationship to the *Rural America Series*

See chart on the next page.

THE RURAL AMERICA SERIES (HANDBOOKS)



The boxes on the above chart represent the 19 handbooks of the *Rural America Series*. In this module, "Behavioral and Program Objectives," the behavioral objectives handbook and part of the evaluation handbook highlighted on the chart, will be covered. Behavioral and program objectives are essential elements of the planning process which define outcomes or end points in student terms and major steps in planning, respectively. Behavioral objectives must be specified before meaningful decisions about programs options can be made. Program objectives represent the major milestones or events that occur during program development, implementation and evaluation.

ACTIVITY TITLE: The *Rural America Series*—How Do Objectives Fit In?

DURATION: 10 minutes

FACILITATOR OUTLINE	NOTES
A. The Rural America Series—Up to Now!	
Show the transparency entitled "The Rural America Series," p. IV-	
1. Emphasize the two basic phases shown on the chart—Problem Identification and Problem Resolution.	
2. Mention that the far left side of the chart (*The State of the Art, The Life Role Development Model* and, to some degree, *Career Guidance Resources*) provides both a description of rural career development as it currently exists, and a theoretical model for its further development.	
3. Note that handbooks help us get a better feel for the *need* for a career guidance program.	
B. The Rural America Series—Going Forward!	
1. Explain that this module deals with part of the planning process.	
2. Indicate that by this point the following activities should have occurred:	
• Selection and organization of a group to assist in the planning process.	
• Statement of goals and subgoals.	See Modules I and III with an emphasis on Module III, *Needs Assessment*
Show the transparency "Goal and Sample Subgoals," p. IV-31.	
• Ranked goals and subgoals in terms of importance.	See Module III
• Assessed need in terms of student achievement.	See Module III
• Developed a ranked listing of needs	
3. State that with a detailed understanding of local needs one can now develop student behavioral objectives.	

FACILITATOR OUTLINE	NOTES
4. Mention that behavioral objectives are: • Statements that define end points or outcomes in more detail than goals. • Statements that clearly spell out the behavior to be performed. • Statements that are the essential building blocks of program development. 5. Indicate that this module deals with program objectives along with *behavioral* objectives. 6. Mention that program objectives: • Are another type of objective that is often overlooked in program planning. • Are an extremely valuable planning tool for program development. • Will be explained in detail later.	

ACTIVITY TITLE: Why Objectives?

DURATION: 20 minutes

FACILITATOR OUTLINE	NOTES
A. Goals—Note that in education there are numerous sets of commonly accepted goals. Examples are: 1. *Seven Cardinal Principals of Education* (1918) • Health • Command of the fundamental processes • Worthy home membership • Vocational efficiency • Citizenship • Worthy use of leisure time • Ethical character 2. Statewide Goal Systems • Virtually all states have sets of goals that are accepted as general guideposts of the educational system. • Pennsylvania has statewide goals that have been used in the Pennsylvania Quality Assessment Program. • The goals used in the Delaware Educational Accountability System (this system, which required a complete updating/revising of Delaware's educational goals, was completed in the early 1970s.) 3. National Assessment of Educational Progress (NAEP) • This program consists of national measurements of the educational levels of 9 year olds, 13 year olds, 17 year olds, and adults. • All tests used in the program are representative of a broad set of educational goals that would be accepted by many educators and the general public.	

FACILITATOR OUTLINE	NOTES
B. Goals Aren't Enough	
1. Conduct the following activity which explores the fact that goals alone are not sufficient.	
Ask participants to use scrap paper for this activity. Place the following goal on the chalkboard (Note: You may substitute another goal of your own choice). GOAL STATEMENT Each student should acquire a mastery of the basic skills required for obtaining and expressing ideas through effective use of numbers. Divide the participants into small groups and assign each group the role of elementary teachers, secondary teachers (junior and senior high) or university instructors. Have participants, in their assigned roles, write down what they might expect their students to know or be able to do as a result of the above goal statement. After a few minutes ask each group to report its responses. List responses on the chalkboard. Then ask participants to show by raising their hands how many had similar ideas. Record the number beside each idea. Note the difference in responses according to grade level.	
2. Point out that goals (and even subgoals such as the ones described in the *Life Role Development Model*) simply are not specific enough.	See Module I
3. Note that the goal just worked with led to many different interpretations. For any one goal (or subgoal) many objectives at a variety of age and grade levels can be written.	
4. Note also that the goal did give many people the same general idea.	
C. Goals—Their Value!	
1. Goals provide a general guideline for our thinking.	
2. Goals give us a place from which to start.	
3. Goals help to focus our thinking.	

FACILITATOR OUTLINE	NOTES
D. Goals—Their Limitations!	
1. Goals can lead to alternative interpretations as indicated on the transparency by the elementary teacher's interpretation and the professor's interpretation. (Emphasize the difference.)	
Show the transparency "Goals Require Specifications, p. IV-32.	
2. Goals do not really define behavior clearly.	
3. Goals are not grade, age, or developmental level specific.	
4. To be fully useful, goals must be specified in greater detail.	

ACTIVITY TITLE: The ABC and D's of Behavioral and Program Objectives

DURATION: 25 minutes

FACILITATOR OUTLINE	NOTES
A. Organizing to Get the Job Done	
1. Objectives (both behavioral and program) are usually developed by a planning committee.	
2. Committee members complete activities such as:	
• Generating draft behavioral objectives.	
• Objectively critiquing objectives—this might be called looking for *misbehavioral objectives.*	
• Revising/rewriting behavioral objectives.	
• Generating, reviewing and revising program objectives.	
3. Committee members should be selected on the basis of	
• Interest	
• Commitment	
• Availability	
• Writing ability	
• Creativity	
• Understanding of objectives	
B. Goal Specification → Behavioral Objectives	
Show the transparency "Goal Specification → Behavioral Objectives," p. IV-33.	
1. In the *Rural America Series*, 26 goals in three domain areas (Self and Interpersonal Relations, Career Planning and Decision Making, and Life Role Assumption) have been developed.	pp. 29-54, *Life Role Development Model*
2. For each goal, numerous subgoals have also been developed. (See above references.)	pp. 12-17, *Career Development Needs Assessment*

FACILITATOR OUTLINE	NOTES

3. But as the transparency indicates, there is a need to delineate the goals and subgoals (increase their specificity) with behavioral objectives.

   - Objectives have four parts as shown by the letters **A, B, C,** and **D.**

   - Also note that the behavior part of an objective will be in the cognitive, affective, and psychomotor areas. (Mention to participants that most of them are probably familiar with these terms.)

Show the transparency "Goal → Subgoal → Behavioral Objective," p. IV-34.

   - Briefly explain the transparency.

4. The four elements of a behavioral objective: — pp. 3-4, *Behavioral Objectives*

Show the transparency entitled "The ABC and D's," p. IV-35.

   - The **A** part of the objective is the individual (*actor*) who is to perform the expected behavior. The student is the actor in most cases. — pp. 18-20

   - The **B** is the measurable *behavior* to be performed. Some words serve to better describe behavior than others. — pp. 21-24
     – Listed below are some desirable and undesirable words for describing behavior as prepared by Mager. (Mager, R. F., *Preparing Instructional Objectives,* Palo Alto, California: Fearon Publishers, 1962.)

Desirable and Undesirable Action Words

UNDESIRABLE (Words open to "Many" interpretations)	DESIRABLE (Words open to "Fewer" interpretations)
To know	To recall
To understand	To illustrate
To really understand	To identify
To appreciate	To name
To fully appreciate	To demonstrate
To grasp the significance of	To construct
To enjoy	To change
To believe	To compare
To trust	To order

FACILITATOR OUTLINE	NOTES
– Mention several of the undesirable words to participants. – Ask participants for their ideas as to what "to really understand," or "to grasp the significance of" mean. – Describe a few of the more "desirable" verbs. – Note that the desirable verbs are open to fewer interpretations.	
• The **C** stands for the *conditions* which are needed for the behavior to be demonstrated. Examples are: – Things such as lists that the student must have to accomplish a task. – The length of time that instruction should last prior to the demonstration of behavior. – Situations a student is placed in such as a simulated job interview.	
• The **D** refers to *degree of success*, that is, the standard by which the successful achievement of the objective is judged. Examples are: – Percentage of accuracy. – Adequacy of product or performance as judged by a teacher or counselor. – Minimum acceptable test score. – Listing of what must be included in a response (or set of responses) for it to be considered correct. – Stating standards in comparison to existing normative data.	pp. 26-33, *Behavioral Objectives*
6. Identifying parts of a behavioral objective.	
Refer participants to the handout entitled, "Behavioral Objectives–What's Wrong?" p. IV-22.	
• Ask participants to complete the handout by identifying any missing parts.	
• Call for the answers after they have had a few minutes to work on the handout.	
• Discuss answers provided below very briefly.	
BEHAVIORAL OBJECTIVES–WHAT'S WRONG? **Directions:** If a component part of a behavioral objective is missing from each of the following statements, identify it on the line to the left of the statement. If nothing is missing place a ✓ on the line.	

FACILITATOR OUTLINE		NOTES
STATEMENT	PART MISSING	
Given a series of five occupational clusters, students will list from memory two occupations that are in each cluster. *(Implied degree of success)*	✓	
Given a list of references, students will know the appropriate sources for finding job openings.	Behavior not really specified	
Given job application forms, the student will fill them out correctly. *(Implied degree of success)*	✓	
Students will list school courses and community experiences that relate to the occupations. The list will be reviewed by a counselor.	Conditions	
Given a list of 10 sources, students will identify those sources in which salary information can be found.	Degree of success	

An option would be to select a list of completed objectives from the *Behavioral Objectives* handbook and ask participants to identify their component parts.

C. How About Program Objectives? (What Are They?)

1. Do not become confused with the terminology related to objectives.

   - *Behavioral objectives* are frequently referred to by different names, e.g.—
     - Terminal objectives
     - Performance objectives
     - Instructional objectives
     - End-product objectives
   - In most educational programs, behavioral objectives refer to learners (students) performing observable, measurable behaviors.
   - Usually that behavior is demonstrated at the end of a program, semester, treatment, etc.
   - The behavior represents what a learner can do as a result of the program.

2. *Program objectives* serve a different purpose than behavioral objectives.

   - Program objectives really refer to major steps or events in the planning process.

FACILITATOR OUTLINE	NOTES
• Program objectives indicate key events, i.e., events that must occur in order for a project or program to be successful. • Program objectives make it possible for students to achieve behavioral objectives.	
3. Examples of program objectives. • Program objectives are derived from program goals, which are general statements of what is to be accomplished in the program. Some examples of program goals are: – To assess the career development needs of students. – To develop behavioral objectives that reflect the career development needs of youth in order to guide the development of career guidance activities. – To assess resources available in the community and surrounding area. – To provide the inservice training necessary to implement the districts' career guidance program.	See Appendices A2, A3, A4, A5, A7, A8, A9, A10, A11 in *Deciding Via Evaluation*
Show the transparency "Program Goals/Objectives," p. IV-36.	
• Discuss the overhead – Program goals imply numerous program objectives. – For any one program goal you would generally develop only a limited number of program objectives (remember they represent the major or key steps in the planning process).	
4. Do not become confused when comparing program and behavioral objectives.	
Show the transparency, "ABC and D's of Objectives," p. IV-37.	
• Stress similarities and differences of the two types of objectives. • Program objectives do not generally reflect learning. • The actor(s) in a program objective is (are) usually a teacher or program administrator, not a student. • Program objectives are important. If they are developed across all major program areas, they help you to schedule major events and see the interrelationship of those events.	

FACILITATOR OUTLINE	NOTES
5. Closing notes on developing program objectives. • The planning committee as described earlier (see behavioral objectives discussion) should be involved in the development of program objectives. • Planning committee members could – draft program objectives – critique program objectives – produce final program objectives • By having planning committee members involved in this type of endeavor, a deeper commitment to the overall program can be developed.	

ACTIVITY TITLE:

Developing Objectives—Try Your Hand

DURATION:

35-40 minutes

FACILITATOR OUTLINE	NOTES

A. Explanation of the Activity

1. An opportunity for participants to develop:
   - Behavioral Objectives
   - Program Objectives
2. An opportunity to critique behavioral objectives developed by others.

B. Organizing the Activity

> Divide the participants into small groups of five or less individuals.
>
> Appoint one person as a group leader to help coordinate the group.
>
> Explain that each person is asked to generate at least two behavioral objectives and two program objectives.

1. Two handouts designed for the above purposes are to be used, "Generating Behavioral Objectives" and "Generating Program Objectives," p. IV-23 and p. IV-24 respectively.
2. Have participants follow the suggested procedures for this laboratory session.
   - Generate behavioral objectives
   - Critique those objectives using the handout entitled "Criteria for Objectives," p. IV-25.
   - Develop program objectives
   - Discussion (time permitting)

FACILITATOR OUTLINE	NOTES
There are several other ways in which this laboratory session could be conducted. 1. Pair participants with one member having some background in the writing of objectives. 2. The facilitator of the overall group could move from small group (or pair) to small group (or pair) and occasionally place a good idea generated by one of the small groups on the chalkboard.	

ACTIVITY TITLE: Summary

DURATION: 10 minutes

FACILITATOR OUTLINE	NOTES

A. Quickly Review the Main Topics of the Module.

1. Goals—their value and their ambiguities.
2. The *Rural America Series* and how objectives fit in.
3. The role of the planning committee.
4. Goals—subgoals—behavioral objectives.
5. The component parts of behavioral objectives—The ABC and D's.
6. Program objectives—What are they? How are they used?
7. Developing objectives—try your hand.

B. Explain the Value of Behavioral and Program Objectives

1. Behavioral objectives

   - They give us a clear, well defined picture of an outcome or end point we hope to accomplish.
   - They increase overall understanding among all persons involved in the project.
   - The "conditions" of a behavioral objective often suggest the type of resources that are needed to implement that objective, e.g.,
     – tape recorders
     – textbooks
     – reading materials

2. Program Objectives

   - They are crucial elements or steps in the planning process.
   - If one collects all program objectives across all areas (needs assessment, planning, etc.) one gets an overall sense of what needs to be done.

FACILITATOR OUTLINE	NOTES
3. And remember Don't think twice, Objectives are nice. They don't tell you the why, They are not a case of do or die. They simply open the door, And spell out the wherefore.	

LISTING OF PARTICIPANT MATERIALS

Material	Page(s)
Behavioral Objectives—What's Wrong?	IV-22
Generating Behavioral Objectives	IV-23
Generating Program Objectives	IV-24
Criteria for Objectives	IV-25
Module Specific Evaluation Questionnaire (To be used only if this module is used independently of others.)	IV-26

BEHAVIORAL OBJECTIVES–WHAT'S WRONG?

Directions: If a component of a behavioral objective is missing from any of the following statements, identify it on the line to the right of the statement. If nothing is missing, place a ✓ on the line.

STATEMENT	PART MISSING
Given a series of five occupational clusters, students will list from memory two occupations that are in each cluster.	_____
Given a list of references, students will know the appropriate sources for finding job openings.	_____
Given job application forms, the students will fill them out correctly.	_____
Students will list school courses and community experiences that relate to the occupations. The list will be reviewed by a counselor.	_____
Given a list of 10 sources, students will identify those sources in which salary information can be found.	_____

GENERATING BEHAVIORAL OBJECTIVES

GOAL

Use skills necessary for securing, maintaining and/or advancing in various career pathways.

(Career Planning and Decision-Making Domain)

SUBGOAL

The student can identify career skills of entry, maintenance, and advancement.

BEHAVIORAL OBJECTIVE

A.

B.

C.

D.

SUBGOAL

The student explains occupational pathways.

BEHAVIORAL OBJECTIVE

A.

B.

C.

D.

SUBGOAL

The student evaluates the types of skills needed for life-long career development.

GENERATING PROGRAM OBJECTIVES

PROGRAM OBJECTIVE

A.

B.

C.

D.

GOAL

To assess the career development needs of students.

PROGRAM OBJECTIVE

A.

B.

C.

D.

SUGGESTIONS

To write program objectives think about the following kinds of ideas:

1. WHAT are the major steps required for accomplishing the goals?
2. WHEN or how often do they occur?
3. WHO is responsible for doing the activity?
4. WHAT EVIDENCE demonstrates that the activity was completed?

CRITERIA FOR OBJECTIVES

IS THE OBJECTIVE

1. Important?

2. Logically related to the goal and subgoal?

3. Clearly written? Does it communicate a common idea to everyone?

4. Written in the ABCD format?

RURAL AMERICA SERIES

Module Questionnaire: Behavioral and Program Objectives

NAME (Optional) _____ TITLE _____

INSTITUTION _____

ADDRESS _____ TELEPHONE _____

DIRECTIONS: Directions for responding to this brief questionnaire are given with each specific question. Your responses will be used to improve the module structure and format.

1. On the left indicate the degree to which the module helped you in gaining the understandings and skills listed below. On the right provide brief comments on how the module could be improved for those sections marked "NONE" or "SOME."

Degree of Growth				Understandings/Skills	Comments
NONE	SOME	MUCH	VERY MUCH		
1	2	3	4	Increased understanding of the need for behavioral and program objectives.	
1	2	3	4	Developed skills in writing behavioral objectives.	
1	2	3	4	Developed skills in writing program objectives.	
1	2	3	4	Developed skills in critiquing behavioral and program objectives.	

2. To what extent were the materials, processes, and organizational aspects of the module successfully used in the presentation and delivery of the module. For those materials, processes, or organizational aspects that you marked as "unsuccessful" or "slightly successful" provide brief comments as to how they might be improved.

Success				Materials/Processes	Comments
UNSUCCESSFUL	SLIGHTLY	MODERATELY	VERY SUCCESSFUL		
				Materials	
1	2	3	4	Transparencies	
1	2	3	4	*Rural America Series* handout	
				Processes	
1	2	3	4	Lecture Presentations	
1	2	3	4	Small Group Work Sessions	
1	2	3	4	Question and Answer Sessions	
				Organizational Aspects	
1	2	3	4	Module Organization in Terms of the Logical Flow of Ideas	
1	2	3	4	Important Concepts Reinforced	
1	2	3	4	The Mix of Activities Helpful in Maintaining Interest	

3. Indicate those aspects of the module that you *liked most* and those that you *liked least.*

Liked Most *Comments*

Liked Least *Comments*

4. SUGGESTIONS: Please provide any suggestions or comments that you have for improving the workshop, workshop materials, etc.

Thanks for your help.

LISTING OF TRANSPARENCY MASTERS

Transparency	Page(s)
The Rural America Series	IV-30
A Goal and Sample Subgoals from the Life Role Assumption Domain	IV-31
Goals Require Specification	IV-32
Goal Specification → Behavioral Objectives	IV-33
Goal → Subgoal → Behavioral Objective	IV-34
The ABC and D's	IV-35
Program Goals/Objectives	IV-36
The ABC and D's of Objectives	IV-37

THE RURAL AMERICA SERIES (HANDBOOKS)

PROBLEM IDENTIFICATION

Support Information

- State of the Art
- Model
- Career Guidance Resources

Planning Process

- Planning and Implementation
- Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Evaluation

PROBLEM RESOLUTION

Career Guidance & Counseling Strategies

- Career Counseling
- Desk Reference
- Individualized Counseling and Placement
- Transitional Career Placement
- Career Guidance Practices

Support Functions

- Staff Development
- Community Relations and Involvement
- Community Perspectives

Supplemental Areas

- Facilitator's Guide
- Cooperative Agreements
- Case Studies

A GOAL AND SAMPLE SUB-GOALS FROM THE LIFE ROLE ASSUMPTION DOMAIN OF THE MODEL

GOAL

ASSESS THE BASIC CHARACTERISTICS, QUALIFICATIONS, AND STAGES OF PREPARATION NEEDED TO OBTAIN AND PERFORM IN VARIOUS OCCUPATIONAL ROLES

SUB-GOALS

THE STUDENT IDENTIFIES THE PERFORMANCE REQUIREMENTS OF VARIOUS OCCUPATIONS (KNOWLEDGE)

THE STUDENT EXPLAINS HOW A PERSON'S QUALIFICATIONS RELATE TO SEVERAL OCCUPATIONS (COMPREHENSION)

THE STUDENT EVALUATES EMPLOYMENT APPLICATION INFORMATION (APPLICATION)

GOALS REQUIRE SPECIFICATION

GOAL

EACH STUDENT SHOULD ACQUIRE A MASTERY OF BASIC SKILLS IN THE USE OF NUMBERS

INTERPRETATION

$$2+2=?$$
$$4+8+12=?$$

INTERPRETATION

$$s_j^2 = \sum_{i=1}^{n_j} \frac{(x_{ij} - \bar{x}_{.j})^2}{n_j - 1}$$

GOAL SPECIFICATION → BEHAVIORAL OBJECTIVES

INCREASING SPECIFICITY ↓

GOALS

SUB-GOALS

BEHAVIORAL OBJECTIVES

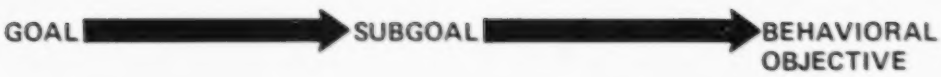
ACTORS

BEHAVIOR
- COGNITIVE
- AFFECTIVE
- PSYCHOMOTOR

CONDITIONS

DEGREE OF SUCCESS

IV-33



GOAL	THE STUDENT WILL ASSESS THE BASIC CHARACTERISTICS, QUALIFICATIONS, AND STAGES OF PREPARATION NEEDED TO OBTAIN AND PERFORM IN VARIOUS OCCUPATIONAL ROLES.
SUBGOAL	THE STUDENT IDENTIFIES THE PERFORMANCE REQUIREMENTS OF VARIOUS OCCUPATIONS.
BEHAVIORAL OBJECTIVE	GIVEN A LIST OF OCCUPATIONS, THE STUDENT WILL LIST THE POST HIGH SCHOOL PREPARATION NEEDED FOR EACH OCCUPATION WITH AT LEAST 75 PERCENT ACCURACY.

THE ABC AND D'S

SUB-GOAL	BEHAVIORAL OBJECTIVE			ABC AND D
THE STUDENT	THE STUDENT	A	=	ACTOR, THE PERSON PERFORMING THE BEHAVIOR
IDENTIFIES THE PERFORMANCE REQUIREMENTS OF VARIOUS OCCUPATIONS	IDENTIFIES THE PERFORMANCE REQUIREMENTS OF FIFTEEN OCCUPATIONS	B	=	BEHAVIOR, THE TASK THAT IS BEING PERFORMED
	FROM A LIST OF POSSIBLE PERFORMANCE REQUIREMENTS FOR THOSE OCCUPATIONS	C	=	CONDITION, WITHIN WHICH THE BEHAVIOR IS DEMONSTRATED
	WITH 80% ACCURACY	D	=	DEGREE OF SUCCESS, THE CRITERIA THAT DEFINES SUCCESSFUL TASK COMPLETION

PROGRAM GOALS/OBJECTIVES

PROGRAM GOAL

TO PROVIDE TEACHERS, COUNSELORS, ADMINISTRATORS, STUDENTS, AND OTHER PERSONS WITH THE IN-SERVICE NECESSARY TO IMPLEMENT THE DISTRICT'S CAREER GUIDANCE PROGRAM

PROGRAM OBJECTIVES

TO PROVIDE STAFF, TIME, AND RESOURCES FOR CONDUCTING IN-SERVICE EFFORTS

TO DETERMINE STAFF NEEDS FOR IMPLEMENTING A CAREER GUIDANCE PROGRAM

TO USE A VARIETY OF IN-SERVICE TECHNIQUES IN PROVIDING STAFF DEVELOPMENT

TO PROVIDE ON-GOING STAFF DEVELOPMENT PROGRAMS BASED UPON IDENTIFIED NEEDS

ABC And D's of Objectives

AN ACTIVITY (OR STEP) THAT INCREASES THE LIKELIHOOD OF REACHING A BEHAVIORAL OBJECTIVE

PROGRAM OBJECTIVE

1. ACTOR(S)–USUALLY TEACHERS, ADMINISTRATORS, ETC.
2. BEHAVIOR–AN ACTIVITY THAT TEACHERS, ADMINISTRATORS, ETC. CARRY OUT
3. CONDITIONS–TIME OR FREQUENCY OF THE ACTIVITY
4. DEGREE OF SUCCESS–TANGIBLE OUTCOME

BEHAVIORAL OBJECTIVE

1. ACTOR(S)–USUALLY STUDENTS
2. BEHAVIOR–A SINGLE TASK THAT THE ACTOR PERFORMS
3. CONDITIONS–MATERIALS SUPPLIED TO THE ACTOR OR SETTING IN WHICH BEHAVIOR IS DEMONSTRATED
4. DEGREE OF SUCCESS–CRITERIA FOR SUCCESSFUL COMPLETION OF THE TASK

SUPPLEMENTS TO THE *RURAL AMERICA SERIES* (1978)

Increasing Guidance Effectiveness Through School-Community Cooperation

From Idea to Action: Career Guidance Plans of Rural and Small Schools

Facilitator's Guide to Staff Training for the *Rural America Series*

RURAL AMERICA SERIES (1976-77)

Career Guidance Program Support Information Documents

- State of the Art Review
- Life Role Development Model
- Career Guidance Resources

Career Guidance Program Process Handbooks

- Planning and Implementation
- Career Development Needs Assessment
- Behavioral Objectives
- Resource Assessment
- Deciding Via Evaluation

Career Guidance and Counseling for Groups and Individuals Handbooks

- Career Counseling in the Rural School
- Desk Reference: Facilitating Career Counseling and Placement
- An Individualized Approach to Career Counseling and Career Placement
- Transitional Career Placement in the Rural School
- Career Guidance Practices

Career Guidance Program Support Functions Handbooks

- Staff Development
- Community Relations and Involvement
- Rural Community Perspectives Toward Career Development

For ordering information (individual and quantity prices) and/or in-service training technical assistant, contact:

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